



Panen Raya Kelas Sejarah: An Exhibition-based Differentiated History Classroom to Enhance 21st Century 4C Skills

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ABSTRACT

Purpose—This research aims to explore the implementation of the exhibition-based differentiated classroom "Panen Raya Kelas Sejarah" and analyze its implications for developing the 4C skills needed in 21st-century education.

Methodology - This research uses a qualitative method with a case study approach at State High School 9 Yogyakarta. Data collection techniques were conducted comprehensively through interviews, observation, and document analysis. The sampling technique was purposive and included several subjects, such as the Vice Principal for Curriculum, Facilities, history teachers, and representatives of students from classes XI and XII of State High School 9 Yogyakarta. Data validity and validity were obtained through data triangulation techniques and analyzed using an interactive model.

Findings—The research findings show that the "Panen Raya History Class" has represented a differentiated class that accommodates almost all learners' learning styles. In this context, support from school policymakers has a vital contribution, especially information on learners' psychological tests, time management for the implementation of independent classes, and provision of infrastructure. The successful implementation of the "Panen Raya Kelas Sejarah" has positive implications for improving the 4C skills of the 21st century, including critical thinking, creativity, innovation, communication, and collaboration.

Significance - The results of the study are helpful as a reference for history teachers in the context of developing differentiated learning and increasing the ability of the 4Cs of the 21st century, as well as a portrait of the support of school policymakers to improve the quality of learning.

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INTRODUCTION

The world of education is the opening gate to creating a society based on the demands of the times. One of them, education, is currently entering the era of society 5.0, which is oriented towards creating a society that can solve various challenges and social problems by using various innovations born from the Revolution 4.0 era wisely (Fatus Syarofah et al., 2023). Although technological advances have supported learning and thinking patterns, the distinctiveness of learners as individuals can be reduced (Nur et al., 2022). Thus, society 5.0 implies a balanced combination of humans and technology in the conception of society (Sukmawati et al., n.d.). Society 5.0, commonly referred to as 21st-century education, considers children as part of a community of learners who obtain various information or as a reference center for learning in the classroom. However, it must be realized that each learner has uniqueness and different learning needs, so educational inclusion becomes an important philosophical basis for reconstructing the educational paradigm (Almujab, 2023). Specifically for Indonesia, the 21st-century education paradigm (21st Century Education) is interpreted as the Independent Curriculum.

As individuals, each learner certainly has unique characteristics. Recent research has found that history learning is still taught conventionally with the lecture method. First, research conducted by Pratiwi & Aman (2016) in a journal entitled "Difficulties of Learners in Learning History at State High School 5 Yogyakarta" mentions the limited facilities of school infrastructure, which causes educators to have no other choice but to teach with the lecture method. Second, research conducted by Sagala, Heriadi, Ababiel, and Nasution 2022 identified that one of the problems in learning history is none other than the teaching system, which is dull, monotonous, rigid, and abstract. Third, research conducted by Pratama et al. (2023) also voiced agreement with the two previous studies, where history learning that relies on conventional models, even though it has collaborated with digital technology, will still cause boredom for students. To respond to the diverse characteristics of these students, of course, a generalized learning approach needs further study. In simple terms, conventional learning models will only be effective for students with audio-visual learning styles but do not accommodate kinesthetic learning styles. Thus, efforts to create a class that accommodates the diversity of learners is also one of the programs in the Merdeka Curriculum, where educators as facilitators are responsible for managing the learning process to create an effective learning environment.

Realizing the problem's urgency, history teachers at State High School 9 Yogyakarta proactively designed differentiated learning to accommodate the diversity of students' learning styles. Based on the results of previous observations, the implementation of differentiated learning is not new to State High School 9 Yogyakarta. This can be shown from one of the programs of State High School 9 Yogyakarta that has collected the results of diagnostic tests, especially regarding the learning styles and interests of students since grade X. By internalizing the results of the diagnostic test on the diversity of learning styles in history learning design, one of the teaching modules on Project Based Learning (PjBL) based on the exhibition "Panen Raya Kelas Sejarah" can not only improve cognitive understanding with a universal approach but has implications for improving the 4C skills of the 21st century. This approach is designed to appreciate students' ideas in retelling historical events based on data and facts using historical methods. As the essence of the exhibition, *Panen Raya Kelas Sejarah* provides an opportunity for learners in groups to create historical works with the theme "Heroes' Day" that accommodate a diversity of learning styles, including visual types facilitated to observe digital comics, photos of hero cosplay; auditory types are allowed to look at short films; and kinesthetics are facilitated by taking part in making historical short films. This model is not only a concrete representation of the successful implementation of differentiated history learning but also shows how the role of school policymakers can be a supporting factor, both in the context of providing infrastructure, availability of time allocations, and other resources for efforts to improve learning quality.

Various literatures reveal that differentiated learning has positive implications for the 4C skills of the 21st century, including increased critical thinking skills (Megananda, 2024), communication skills (Febriyanto et al., 2024), creativity and learning outcomes (Ernawati et al., 2024), collaboration skills and

social skills (Sari & Mawardi, 2023). Relevant to differentiated learning, other literature also mentions the importance of freedom for students to develop their potential according to their developmental period (Sukardjo et al., 2023). Relevant things are revealed in other studies highlighting the application of differentiated learning that allows students to choose the type of work as a product of learning history, which has positive implications for improving creativity, learning outcomes, and interest in history (Ropi, 2024). However, there is a considerable gap in previous research on whether the specific application of differentiated learning has implications for improving overall 21st-century 4C skills. In addition, most of the literature has limitations in presenting learners' diversity as the foundation for implementing and evaluating differentiated learning. This gap underscores the importance of research focusing on differentiated learning strategies, especially in history subjects, to enhance the 4Cs skills of the 21st century.

This study examines how history teachers at State High School 9 Yogyakarta can plan differentiated learning to accommodate students' diverse learning styles and explores whether school policymakers support the implementation of teaching and learning activities. By examining the practice of implementing *Panen Raya Kelas Sejarah* and the products of learning outcomes, this study seeks to provide valuable insights into a broader discourse on the relationship between the success of differentiated learning and the improvement of 21st-century 4C skills, especially in history subjects.

METHODOLOGY

Research Design

This research uses a qualitative method with a single case study design focused on State High School 9 Yogyakarta. The reason for choosing the location is because State High School 9 Yogyakarta is one of the schools that successfully organizes art and literature exhibitions with history integrated as the content of the work, which becomes a routine agenda every year. The success of the "*Panen Raya Kelas Sejarah*" learning exhibition is not only due to the creativity of the history teacher but also the support of the stakeholders at State High School 9 Yogyakarta, who have provided infrastructure facilities and implementation time. To support in-depth research results, the qualitative method is intended so that the research findings can analyze in depth the extent to which the "*Panen Raya Kelas Sejarah*" learning exhibition can create a differentiated classroom in order to improve critical thinking skills. In the context of a differentiated class, it is possible to examine the learning style tests of students that have been carried out by the Counseling Guidance, State High School 9 Yogyakarta, by comparing the various forms of students' work in the exhibition performance *Panen Raya Kelas Sejarah*.

Data Collection

Data collection techniques were conducted comprehensively through interviews, observation visits, and documentation. The observation visit was conducted at the peak of the "*Panen Raya Kelas Sejarah*" exhibition on November 14-15, 2024, at State High School 9 Yogyakarta. Several aspects were observed, such as the diversity of works produced and the ability of students to promote and communicate their work during the event. Then, the interview technique was carried out to obtain information or data regarding the research subjects' perspectives on the organization of *Panen Raya Kelas Sejarah*. The subjects involved have a strategic role in organizing the History Class *Panen Raya*, including: (1) The Vice Principal for Curriculum contributes to managing the time allocation for learning activities at school, especially support for providing opportunities for history teachers to practice differentiated classes as part of the commemoration of Heroes' Day; (2) The Vice Principal for Facilities has a role in providing the necessary supporting facilities, such as classrooms, LCDs and projectors; (3) History teachers have a role, especially in designing exhibition-based differentiated history learning. In this context, history teachers must first study the diversity of students based on learning style diagnostic tests, and (4) Representatives of students from classes XI and XIII to provide information about impressions and experiences while designing works and implementing "*Panen Raya Kelas Sejarah*." Finally, documents that become data sources, such as teaching modules, the results of

students' learning styles tests that have been collected by the Counseling Guidance, State High School 9 Yogyakarta; the availability of infrastructure and the publication of works in the form of short films uploaded on the official Youtube account of State High School 9 Yogyakarta and the history teacher's personal Instagram account using the hashtag *kelasmerdekapakpandji*.

Data Validity

The data validity stage allows researchers to test the credibility of the data using triangulation techniques. In this research, there are two models of data triangulation, namely sources and techniques. Source triangulation tests the validity of data collected from various respondents, for example, whether the exhibition "*Panen Raya Kelas Sejarah*" has truly represented a differentiated class. To find out the truth, it is necessary to check the data obtained from history teachers and representatives of students in grades XI and XII who become respondents. Meanwhile, the triangulation technique is more oriented to checking the data obtained from the three collection methods, including observation, interviews, and document analysis; for example, whether there is an exhibition, "*Panen Raya Kelas Sejarah*," has accommodated the diversity of students. In this context, the validity test of information obtained from document analysis in the form of learning style diagnostic tests, history teacher teaching modules, observation visits by observing the diversity of works, and interview sources contribute vitally to producing findings that can be guaranteed validity, validity, truth, and credibility.

Data Analysis

Based on the interactive model, data analysis starts with detailed data collection to enable more prosperous and comprehensive findings on the studied topic. The collection of data obtained through observation visits, interviews, and document analysis is then condensed based on selection, focusing, simplification, abstracting, and transformation, which reduces less relevant data so that research can obtain more meaningful results. After condensation, the data that has been presented in a concise and detailed manner, both in the form of descriptions and tables, can be concluded. The final part of the data analysis stage is verifying to review or correct the notes in the field.

FINDINGS

The Merdeka Curriculum can be understood as an innovation in the world of education that is oriented to provide educators and students with independence and flexibility in teaching and learning activities. Unlike the 2013 curriculum, which is focused on character development, the Merdeka curriculum is more comprehensive in improving creativity, collaboration skills, communication skills, and critical thinking while still respecting and accommodating the needs of students. Through a more personalized and adaptive approach, the Merdeka Curriculum is an alternative that allows teachers to analyze teaching materials and methods that suit the abilities, interests, and needs of diverse learners. This aims to ensure that every learner, without exception, can achieve maximum potential improvement by promoting a positive and inclusive learning ecosystem (Jauhari et al., 2024).

To realize the objectives of the Merdeka Curriculum, differentiation-based learning is one of the approaches designed to accommodate students' varied learning needs. This aligns with the concept of independent learning, which is oriented towards the principle of freedom by determining material that is considered essential but is taught and applied flexibly based on the student's interests, needs, and characteristics (Qamariyah et al., 2023). In this approach, teachers are instructed to adjust teaching materials, methods, and strategies based on each learner's abilities, interests, and learning styles (Purwowododo & Zaini, 2023). The primary purpose of independent learning design is to prepare students as productive, creative, and innovative people, so the learning orientation must be centered on students (Setiawan & Pujiono, 2022). The concrete implementation of this awareness has emerged at State High School 9 Yogyakarta, where grade X students are required to take psychological tests to determine learning style

tendencies, which are then shared with all teachers so that they can be a reference in compiling teaching modules. This statement was reinforced by the Vice Principal for Curriculum.

It is expected that learning is differentiated. We are preparing a platform while the website is also ready. The website contains information on learning style, IQ, logical ability, and nine other aspects. Although it is general, teachers can at least use it to map materials. This has been very helpful. Teachers have understood that 446 of our 775 students have a visual learning style. Therefore, the learning method must be adjusted" (WKUR/1A interview on November 18, 2024).

The Vice Principal for Curriculum statement is in line with the results of the diagnostic test of students' learning styles that have been collected by Guidance Counseling, as follows:

Table 1. Diagnostic Test Results of Learning Styles of Class XI and XII

No.	Learning Style	Grade		Amount	Percentage
		XI	XII		
1.	Visual	141	157	298	59,1%
2.	Auditory	37	24	61	12,1%
3.	Visual-Auditory	6	9	15	3%
4.	Visual Kinesthetic	15	4	19	3,77%
5.	Kinesthetic	38	49	88	17,5%
6.	Visual, Kinesthetic dan Auditory (VAK)	9	8	17	3,37%
7.	Auditory Kinesthetic	6	1	7	1,39%
Total		252	252	504	

Note: Data collected by Guidance Counseling in 2022-2023

The data collected by the Counseling Guidance of State High School 9 Yogyakarta is only collected after new school year students are admitted. Although it is general and seems less dynamic, the learning style diagnostic data can be used as a general description for teachers to design learning. The data from the psychological test results shows that most of the learning styles of State High School 9 Yogyakarta students in the 2024/2025 academic year are visual (59.1%). Nevertheless, history teachers at State High School 9 Yogyakarta still try to design learning implementations that can accommodate the diversity of students, as revealed by PD1 as follows:

I happen to be more audio-visual. My history teacher once played a video of ancient humans in class or TV facilities in the library" (PD 1/2A interview on November 20, 2024).

Recognition regarding the implementation of differentiated learning was also expressed that:

I realize that the Merdeka Curriculum demands much-differentiated learning. In this case, I must understand the characteristics of students in general. Because of the limited time I spend examining the characteristics of students personally, I make up for it by designing learning that can accommodate the characteristics of students while being available in the school facilities." (GS/1A interview on November 20, 2024).

Reading from this statement, differentiated learning in history subjects is inspired by teachers' awareness of their role as facilitators who understand the characteristics of students. One of the challenges faced by history teachers in implementing differentiated learning is the limited time to examine the characteristics of students. In minimizing the impact of these limitations, history teachers have strategies as follows:

I usually combine various learning media in one meeting, for example, in the beginning, using PPT to explain the material; then I bring props such as spices in the spice trail material, miniature phalluses in the Hindu-Buddhist Kingdom material, and so on. In addition, sometimes I also invite students to move to the library to see videos of ancient humans" (GS/3A, interview on November 21, 2024).

When examined from the history teacher's statement, differentiated learning is not new. The teacher's strategy in overcoming time limitations is to examine the diverse characteristics of students or to learn hours that only last 2 x 45 minutes. This limitation prevents history teachers from implementing various teaching strategies in one meeting. One of the history learning models representing differentiation is "*Panen Raya*

Kelas Sejarah," held on November 14-15, 2024, commemorating Heroes Day. In practical terms, Panen Raya Kelas Sejarah is an exhibition that appreciates students' ideas by collecting historical data and facts using scientific methods to gain meaningful learning experiences. Based on the results of observations, Panen Raya Kelas Sejarah accommodates various forms of work, as follows:

Table 2. Work of Students in Grades XI and XII

No.	Type of Work	Description
1.	Short Film " <i>Antasaka</i> "	This short film tells the story of Indonesian society during 20th-century colonialism, where Pandu, as a representation of the Indigenous people trying to improve their fate, is met with Gantari, a girl from a Ningrat family who has much power.
2.	Short Film " <i>Bintang Kelana</i> "	is A short film that tells the story of Indonesian life during the Japanese Occupation (1942-1945), where Seruni, as the main character, is determined to improve the fate of her family, whom Dai Nippon used. However, the Javanese native's fate is challenged when she meets Amanda, a modern woman, and Na Yuta, a Japanese soldier.
3.	Short Film " <i>Jagratara</i> "	A short film that tells the story of some of the lesser highlighted figures in Indonesian historiography but with important dialogues, such as the editor of the famous newspaper Merdeka, a famous Indonesian singer, a young journalist, and a radio broadcaster in the post-independence era of the Republic of Indonesia in 1945.
4.	Short film	Short films by students in grades XI-XII totaling 18 works with the theme of struggle.
5.	Public service announcement	There were 10 advertisements made with the theme of heroism and nationalism.
6.	Digital comics	There were 18 comic titles made with the theme of heroism.
7.	Poetry and rhymes	Participated by 72 learners with the theme of struggle
8.	Cosplay photos	A total of 54 learners made photos resembling heroes, both national and regional.

Based on the findings of various learners' works, the grouping based on learning styles is as follows:

Table 3. Works in the Panen Raya Kelas Sejarah Exhibition based on Learners' Learning Style

No.	Learning Style	Works in " <i>Panen Raya Kelas Sejarah</i> " Exhibition
1.	Visual	Literary works, both in the form of poetry and rhymes, digital comics, cosplay photos of national and regional heroes
2.	Visual-Auditory	Short films and public service announcements with the theme of heroism
3.	Auditory	Reading literary works of poetry and rhymes
4.	Kinesthetic	Having the opportunity to play a role in short films and public service announcements with the theme of heroism
5.	Visual-Kinesthetic	Enjoy the aesthetics of posters, digital comics, and cosplay photos of national or regional heroes.
6.	Auditory-Kinesthetic	Reading literary works of poetry and rhymes, as well as the opportunity to play a role in short films and public service advertisements with the theme of heroism
7.	Visual, Auditory, and Kinesthetic	Being able to enjoy all the works in the Panen Raya Kelas Sejarah

Differentiated learning is a teaching-learning process that allows students to learn subject matter according to their abilities, interests, and needs. It is expected to reduce frustration in their learning experience (Kristiani et al., 2021). This is based on the results of interviews with students, as follows:

The peak of the Panen Raya Kelas Sejarah event yesterday was fun. History that is usually boring just memorizing becomes more memorable. Although the preparation took a long time, the process made us enjoy it" (PD 2/1B, interview on November 20, 2024).

The statement of the grade XII students is relevant to the expression of one of the grade XI students, as follows:

Yesterday, we happened to show a movie about the construction of the Mataram Sewer during the Japanese Occupation; although the theme was challenging because we had to understand the flow of the struggle, the process was fun, and the positive thing was that we remembered the events without having to memorize from the LKS books" (PD 1/2B, interview on Monday, November 20, 2024)

To be able to design differentiated learning, of course, has relevance to the understanding that the spearhead of education is in teacher creativity. In creating differentiated learning, teachers must be competent in modifying at least five elements in learning activities, including subject matter, process, product, environment, and evaluation. A similar connotation is also conveyed by Tomlison, where they are directly in control of the teacher, content, process, product, and learning environment (Santika & Khoiriyah, 2023). In this case, the exhibition "Panen Raya Kelas Sejarah" has internalized the four elements that can be used as an indication of differentiated learning, as follows:

Table 4. Aspects of Differentiated Learning

Aspects of Differentiated Learning	Description
Learning Content	The exhibition "Panen Raya Kelas Sejarah" generalizes the theme of struggle because it is oriented towards commemorating Heroes Day. However, the theme of struggle can be represented in various time contexts, for example, the short film Antasaka, which tells the story of the struggle during Dutch colonialism, the short film Bintang Kelana during the Japanese Occupation, and so on.
Learning process	In preparing for the Panen Raya Kelas Sejarah exhibition, each class must have had a diverse learning experience. Besides being able to improve 4C skills, both in the preparation, implementation, and evaluation processes, "Panen Raya Kelas Sejarah" also received appreciation from the school by making the exhibition an annual school agenda.
Learning Products	Varied learning products, in the form of short films, public service announcements, posters, digital comics, and so on, as a form of student's appreciation of past events
Learning Environment	In designing work products for the exhibition "Panen Raya Kelas Sejarah", it will definitely involve a variety of learning environments, not only schools, but also community as a movie setting or inspiration in making works or families who provide support for the implementation of the event.

In the success of the peak performance of "Panen Raya Kelas Sejarah," supporting facilities are certainly needed. As stated by the Vice Principal of Facilities of Senior High School 9 Yogyakarta:

I always provide the necessary facilities to support the learning process. If it is a big event such as Panen Raya Kelas Sejarah, it happens that the facilities requested are first noted. Then, we try to facilitate what the school can provide, for example, an LCD projector or a parking space near the mosque to be used as a place to watch movies together and as an exhibition venue. However, the facilities students need to make short films outside the school are certainly equipped independently" (WPRAS/3A, interview on Monday, November 18, 2024).

The organization of the "Panen Raya Kelas Sejarah" exhibition is a form of a differentiated learning model inspired by implementing the Merdeka Curriculum. This has relevance to one of the points of Historical Practical Skills in Phase F, where students are expected to be able to read reference books, especially on the theme of struggle, retell, and process historical information, both digitally and non-digitally in various forms of historical applications, sound recordings, documentaries, photos, models, vlogs, infographics, posters and so on. Based on the research findings regarding 21st-century 4C skills that have been internalized in the

Panen Raya Kelas Sejarah agenda, history learning has contributed to creating young generations that are in line with the demands of the times but still consider diversity, both in terms of learning styles and the interests of students as human beings.

Tabel 5. 21st Century Skills

21 st Century 4C Skills	<i>Panen Raya Kelas Sejarah</i>
Critical Thinking Skills	Critical Thinking Skills Critical thinking skills in <i>Panen Raya Kelas Sejarah</i> events are represented by how students reconstruct historical events by collecting relevant data and facts and using scientific, historical methods. When collecting data and facts, students must verify whether the information will be used as a reference in creating historical works. Apart from having fulfilled the concept of history, both diachronically and synchronically, various works created by students are sourced from information from digital media, including journal articles, seminar and research results, and credible websites. This is because history teachers provide opportunities for students to explore information from digital media and do not limit their studies to workbooks. Various works on display, such as rhymes, poems, posters, digital comics, and <i>cosplay photos</i> , are also cleverly arranged using historical thinking skills (<i>historical thinking skills</i>) to raise awareness of the importance of history, both for students and the wider community.
Creativity and Inovation	Creativity and innovation are still related to critical thinking skills, where students are directed to explore as much information as possible to be verified to obtain valid data; then, they are expected to find innovative solutions. In the <i>Panen Raya Kelas Sejarah</i> context, the history teacher at State High School 9 Yogyakarta gave students the freedom to create historical products and interpret various information obtained from digital sources. One of them is how students imagine the Japanese Occupation not only from the perspective of the <i>romusha</i> (<i>forced labor</i>) policy but also critically exploring how the fate of uneducated natives can improve their quality of life. In a real context, exploring information to prepare for the <i>Panen Raya Kelas Sejarah</i> can train students to think, be skeptical of existing discoveries, and develop the habit of seeing the world from multiple perspectives.
Collaboration	<i>Panen Raya Kelas Sejarah</i> is a differentiated class that can be done in groups, increasing the ability and experience of working together. Based on the results of the document analysis regarding videos uploaded to the school's YouTube account, students who have a role in the film have the same responsibilities as the crew behind the scenes, such as editors, writers, camera operators, and so on. In addition, differences of opinion as part of the communication process of creating historical products are very likely to occur, making organizational management important. Based on student representatives' interviews, the <i>Panen Raya Kelas Sejarah</i> implementation consists of sections, namely events, public relations, consumption, equipment, security, and documentation.
Communication Skills	<i>Panen Raya Kelas Sejarah</i> can be interpreted as a strategy for history teachers at State High School 9 Yogyakarta to stimulate students to be actively involved in conveying ideas and concepts. Although it does not guarantee that all students in a class will have the same contribution, at least history teachers have monitored the process of creating works so that any difficulties encountered can be deliberated or discussed together. In addition, the <i>Panen Raya Kelas Sejarah</i> also trains students on how to communicate the findings of various information obtained from digital sources in various forms, including comics, posters, short films, and so on.

In simple terms, the success of the 4C skills improvement can be seen in how learners recognize and understand changes around them. This is determined by their competence in thinking and being creative, their ability to work together, communicate, control their emotions, and solve problems.

DISCUSSION

Embodiment of Differentiated Learning

The birth of the Independent Curriculum policy, which was initiated by the COVID-19 pandemic, essentially instructs flexibility in the learning process, both from the perspective of teachers and students (Syifa et al., 2024). In other words, the Independent Curriculum is loaded with learning liberalization, allowing for variations in learning that refer to developing and forming students' abilities independently. To realize 21st-century skills, teachers need to be aware of the diverse characteristics of students, commonly known as differentiated learning (Dody Muhammad et al., 2023). Essentially, teachers must be able to view learners as humans who have diverse abilities (Sindy Dwi Jayanti et al., 2023). Differentiated learning can be realized concretely by designing teaching modules or projects integrated with various learning models, one of which is project-based Learning (PjBL), while still considering students' learning styles (Syifa et al., 2024).

Based on the results of interviews and document analysis, it shows that the history teacher of Senior High School 9 Yogyakarta first designed the history exhibition "Panen Raya Kelas Sejarah" by involving the results of the learning style test that had been collected by the Counseling Guidance (BK) as consideration. The concept of implementing the "Panen Raya Kelas Sejarah" exhibition is undoubtedly different from the conventional approach that positions students as passive objects so that teaching is carried out universally, without tolerance for the peculiarities of each student (Sukmawati, 2022). Through freedom in reconstructing knowledge based on the exploration of information obtained through digital sources and designing the form of work according to their abilities and interests, the challenge of limited time for history teachers to understand the characteristics of students personally can be overcome. The position of history teachers in the context of the exhibition "Panen Raya Kelas Sejarah" is more likely to position themselves as facilitators who monitor student's difficulties. This is relevant to Ki Hajar Dewantara's educational philosophy that the nature of educators is nothing but to provide demands so that the strength of nature in students can be developed (Ngaisah & Aulia, 2023).

Interestingly, Senior High School 9 Yogyakarta policymakers provide various things needed by teachers in realizing differentiated classes, both in the context of providing data on the results of diagnostic tests of students in general, the availability of time, and infrastructure. This reality is a different strategy, where most studies reveal that differentiated learning is the primary demand for a teacher only (Elviya & Sukartiningsih, 2023). Forming a differentiated learning climate can not only occur in the classroom and be formed by the teacher, but all parties in the school environment must contribute equally (Kristiani et al., 2021).

Learning style differentiation is one of the considerations for history teachers when planning the Panen Raya Kelas Sejarah exhibition. Learning style itself can be understood as a way that depends on a person's inclination or perspective. In Keefe's perspective, learning style is a compilation of cognitive and affective characteristics and physiological factors that become stable indicators of how a person feels, interacts, or responds to the learning ecosystem around him. In Brown's argumentation, learning style is defined as a person's perception or process of receiving information in certain learning situations (Wiedarti, 2018). The learning style of learners, as revealed by Bobbi De Potter and Mike Hernacki (Mufidah, 2021), was identified into three follows:

Visual Learning Style

Visual learning style allows learners to be more skillful in using the sense of sight. Contextualized, visual learning style tends to be suitable for conventional learning patterns such as lectures. Based on the learning style results collected by Guidance Counseling, students in grades XI and XII are dominated by

visual learning styles, which are then facilitated to observe digital comics, photos of hero cosplay, or analyze short films.

Auditory Learning Style

As the name suggests, learners with an auditory learning style will understand things more quickly through hearing. The concentration ability of the auditory learning style will be more quickly awakened when listening to music, sound recordings, or specific backgrounds. Based on the results of the data analysis, the auditory learning style has been well facilitated in the Panen Raya Kelas Sejarah exhibition through short films. It has a high possibility of always being sharpened because there are sessions to promote or describe historical works from each class.

Kinesthetic Learning Style

Learners with a kinesthetic learning style will find it easier to receive new information if they can be directly involved in the learning process. Compared to visual and auditory learners, kinesthetic learners often do not get space, especially when learning is done conventionally. Although most of the data obtained in Counseling shows that learners with a visual learning style are more dominant, the "Panen Raya Kelas Sejarah" exhibition provides an opportunity for kinesthetic learners to take on the role of making historical short films.

In realizing differentiated learning, Marlina (2020) has identified four aspects that are in the control of teachers, as follows:

Learning Content

Differentiation of learning content is closely related to the efforts of teachers in providing learning materials that are tailored to the needs and level of understanding of students, including activities to simplify or expand the material or adjust the level of difficulty of the material based on the abilities of the relevant students (Fitriyah & Bisri, 2023). Although the theme of the "Panen Raya Kelas Sejarah" exhibition has been set as "Heroes' Day," history teachers will appreciate the final products created by each class, which, of course, depends on the student's ability to understand the flow of historical events, the level of imagination in imagining past events that are then retold, and so on.

Process

The differentiation of the process involves the diversity of teachers in providing *treatment*, treatment, or strategies to reach a variety of students' learning styles, interests, talents, or preferences (Fitriyah & Bisri, 2023). In the context of the "Panen Raya Kelas Sejarah" exhibition, history teachers used a learning style test compiled by the Guidance and Counseling Department—the results of the test show that most students tend towards visual learning styles. In contrast, others are auditory, kinesthetic, and a combination of two or three other learning styles. However, the organization of the "Panen Raya Kelas Sejarah" exhibition shows an awareness among history teachers to facilitate the diversity of learning styles, interests, and talents manifested in the class agreement to design works.

Product

Product differentiation is about how learners can show what they have learned, or, in simple terms, it is contextualized in the final product (Isrotun, 2022). As stated by the Ministry of Education and Culture of the Republic of Indonesia, one of the objectives of history is to require students to have the skills to process historical information, both non-digital and digital, in various forms of historical applications, sound recordings, documentaries, photos, models, vlogs, storyboards, timelines, infographics, and so on (Aditomo & Kemdikbudristek, 2022). The quality of learning products allows teachers to assess previously taught learning materials. Apart from being a consideration for determining learning planning, the results of learning style tests can also be used to evaluate whether the learning strategies, models, and methods that

have been implemented have been adequately conveyed (Faiz et al., 2022). In the context of the "Panen Raya Kelas Sejarah" event, history teachers have allowed students to create historical products using the theme of Heroes' Day. In addition to accommodating the characteristics of the students, the "Panen Raya Kelas Sejarah" event also has the potential to provide a meaningful learning experience for the students.

Learning Environment (Learning Climate)

Differentiation of the learning environment or climate includes the effective organization of learning groups, use of technology, and physical space. The contextualization of learning environment differentiation can be demonstrated by the teacher's efforts in providing a conducive learning space, learning content that can accommodate cultural diversity, structured and clear self-study guidelines based on the needs of the learners, extra attention for children with special needs, and so on (Isrotun, 2022). However, teachers' limited time for classroom learning is often a latent obstacle. Thus, the "Panen Raya Kelas Sejarah" exhibition is an effort to embrace the diversity of students through independent learning, where each class has a different experience in creating works to be exhibited.

Based on the results of the data analysis that has been carried out, differentiated learning in the form of "Panen Raya Kelas Sejarah" has the potential to improve 21st-century 4C skills. This is in line with educational differentiation in the context of teaching philosophy, the implementation of which stems from a deep respect for students as individuals and the encouragement to develop students' development by the diversity of their characteristics (Adelia et al., 2024). The implementation of differentiated teaching should enable equal opportunities for effective learning. Although conventional *teacher-centric* learning is relevant to most learning styles of students at State High School 9 Yogyakarta, the implementation of the "Panen Raya Kelas Sejarah" (Panen Raya Kelas Sejarah) agenda shows teachers' efforts to accommodate all learning styles of students.

21st Century 4C Skills Improvement

The disruptive paradigm concerning industry 4.0 technology brings about various changes in people's lives that involve one country and globalize throughout the world. Moreover, the COVID-19 pandemic has prompted the government of the Republic of Indonesia to issue a *social distancing* policy so that various activities carried out online have become a habitual pattern in society lately. These fundamental changes have led to the importance of reorienting education, including history learning, to develop the quality of human beings who can think, produce, and use technology (Hasan, 2019). Based on Hasan's perspective (2018a), education certainly has a positive contribution to improving the quality of human beings, both in terms of thought, views, or behavior in utilizing discoveries in the 4.0 technology era (Alit, 2020). Likewise, history education has a role to play in developing the following three competencies; 1) Sensitivity to environmental changes, whether they have already occurred, are occurring, or will occur, 2) The ability to adapt to change by empowering one's life, community, and nation as modern humans who are wise about the use of technology, not dominated by technology, and 3) The ability to be empowered to determine change for the future of oneself, society, nation, and all of humanity as the ruler of technology but still paying attention to the happiness of human life (Hasan, 2019).

21st-century education should require humans to think critically, creatively, and ethically in relationships and live a life of character (Niyarci, 2022). The sophistication of technology in the future is a challenge in the world of work, where online models or artificial intelligence are increasingly replacing the role of humans as resources (Hermansyah & Muslim, 2020). In this context, learners must be equipped with skills or the so-called 4Cs to improve their adaptability. In a case study at State High School 9 Yogyakarta, history learning has been transformed from a conventional teacher-centered pattern to a modern one by making learners active subjects (student-centered). Panen Raya Kelas Sejarah is a forum for appreciating the ideas and concepts of students through various works of art that contain stories of historical struggles. Apart from aiming to improve students' skills in correlating past events to be used as meaningful messages for future generations, Panen Raya Kelas Sejarah can also improve 21st-century 4C skills as follows:

Critical Thinking Skills

The ability to think critically or mathematically has an important role for every learner in the 21st century. Thinking critically allows learners to organize, adjust, change, or deconstruct their thinking to have broader and wiser insights in making certain decisions (Ariadila et al., 2023). In the context of history learning, Soedjatmoko (1976) argued that critical thinking skills will not be realized if history teachers continue to focus only on historical facts. However, it is important to instruct students to seek independent knowledge about historical facts, evaluate and criticize historiographic results, and reconstruct historical events with appropriate historical research techniques (Hudaidah, 2017). For this reason, the critical thinking skills developed in preparing the Panen Raya Kelas Sejarahwork product can also improve digital literacy skills, which are indispensable in the 21st century (Kumalasari et al., 2024). To train historical critical thinking skills, teachers can apply project-based learning by instructing students to reconstruct historical events from their perspective based on facts and data found in the field (Widiadi et al., 2022). In implementing history learning, teachers demonstrate efforts to improve critical thinking skills by giving students the freedom to present any historical work, be it a film, poster, poem, *cosplay*, photo, and so on, based on a predetermined theme. However, the resulting work still goes through the stages of historical research, including topic selection, source collection and verification, interpretation, and historiography, where monitoring by history teachers is carried out periodically.

Creativity (Historical Imagine)

Unlike cognitive aspects emphasizing intellectual intelligence, children with high IQs do not possess creative thinking. However, creative-imaginative thinking skills can be developed if teachers provide space (Supriatna, 2019). Interestingly, history learning is full of abstract and rigid theories; on the contrary, various historiographies that can be enjoyed today are constructed from the imagination of the historian's perspective. As Kuntowijoyo identifies history as art, the comprehensive actualization of the past will increase the spirit of struggle to preserve collective values if presented by balancing the scientific and aesthetic sides (Jaelani, 2023). Thus, history teachers only need to allow students to freely reconstruct historical events based on imagination when collecting historical facts and data. In the context of increasing students' creativity, psychological *imagery* is manifested in the "Panen Raya Kelas Sejarah" (Panen Raya Kelas Sejarah) exhibition by providing space for students to fantasize, imagine themselves as figures in related history or metaphorically become someone they like (Pirto, 2011).

Collaboration

Collaborative skills can be understood as one of the necessary elements, including how a person establishes relationships with others, respects each other's opinions, and the ability to work in a team to achieve common goals (Nurjanah et al., 2020). In simple terms, collaboration skills are vital in supporting students' academic abilities, fostering a social spirit, and understanding the importance of a healthy democracy (Cahya et al., 2023). However, the key to students' success in mastering 21st-century skills is entirely in the control of teachers, where the paradigm in the context of *pedagogical content knowledge* is important (Fatus Syarofah et al., 2023). In this study, history teachers at State High School 9 Yogyakarta have designed an exhibition-based *project-based learning* (PjBL) model, or Panen Raya Kelas Sejarah, as a vehicle for students to improve 21st-century skills, including collaboration. This can be seen from the data analysis results, where history teachers instructed each class to create a product that could represent historical events with the theme "Heroes' Day." As the basic concept of collaboration, where each learner must balance and complement different roles to achieve specific goals (Erviani et al., 2023), the process of creating historical works in the History Class Harvest Festival also requires teamwork, for example, one learner is responsible for being an actor in a short film, while some other learners help provide props and so on.

Communication

Communication skills are one of the demands of 21st-century skills. According to Rogers and Kincaid, communication skills are the process of two or more people reconstructing or exchanging information, enabling a deep understanding to emerge. However, the communication process that occurs in the 21st century not only involves the act of exchanging information directly but also allows for a digital process. Apart from the massive technological developments, students, as the younger generation already accustomed to the *social distancing* policy during COVID-19, have a role in normalizing digital communication (Lifintsev et al., 2022). In the context of the "Panen Raya Kelas Sejarah" exhibition, it has the potential to support the improvement of students' communication skills. Apart from being able to promote and describe the historical work created, students are also required to create pamphlets and *reels* on their Instagram accounts.

CONCLUSION

The changes that have taken place in the global community require changes in various components of life, including education in the context of history learning. In order to maintain its existence, the reconstruction of the paradigm of history learning needs to be carried out to contribute to shaping students so that they have 4C skills as one of the adaptive prerequisites for the various demands of the 21st century. However, achieving the internalization of 4C century skills certainly cannot be generalized by involving only one medium, model, method, or strategy; rather, teachers must have sensitivity and creativity in accommodating the uniqueness of students' characteristics. In this case, State High School 9 Yogyakarta held a "Panen Raya Kelas Sejarah" (History Class Harvest Festival) as a concrete manifestation of changes in the presentation of history lessons by integrating other subjects, namely art and Indonesian language to create differentiated classes to improve 21st-century 4C skills.

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